

## **NECAP Test Administration Workshop Grades 3 – 8**



**Vermont Department of Education: Standards  
and Assessment Division and  
Measured Progress**

**Dates: September 6, 7, 8, 12 and 13, 2006**

### **The purpose of this workshop is to ensure that**

- everyone understands the administration procedures for the tests.
- the NECAP tests are administered in a comparable way in all locations across the three states.
- the student demographic information collected is of high quality.
- quality control procedures are followed for returning materials.



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## Important Dates

September 18-22:	Test materials and Student ID Labels shipped to schools
September 29:	Last date to order additional labels
October 2-24:	Test administration window
October 25:	UPS pickup test materials for return to Measured Progress (materials need to be ready at 8 AM)

## **Lessons from 2005-06 Test Administration**

- Round 2 labels
- Hundreds chart and multiplication table– all grades
- Actual testing time
- Student Answer Booklets – stop signs, “reasons returned blank”, optional reports, bigger label
- Improving student information systems
- Local lessons learned from Fall 2005 Administration

## **The New England Common Assessment Program (NECAP) (page 1)**

### **Background**

- Collaboration among New Hampshire, Rhode Island, and Vermont to create a common program
- Allows states to combine experience, increase capacity, and share costs

### **Structure and Format of the Test**

- Testing at grades 3, 4, 5, 6, 7, and 8 in reading and mathematics and writing at grades 5 and 8
- Grade Level Expectations
- NECAP tests include the following item types:
  - Multiple-choice,
  - short answer,
  - constructed-response,
  - and writing prompts.

## Distribution of Emphasis for Reading

Reading Content Clusters	Distribution of Emphasis					
	2 (3)	3 (4)	4 (5)	5 (6)	6 (7)	7 (8)
<b>Word Identification</b>	20%	15	-	-	-	-
<b>Vocabulary</b>	20%	20	20	20	20	20
<b>Init. Understanding</b> <i>Literary</i>	20%	20	20	20	15	15
<b>Init. Understanding</b> <i>Informational</i>	20%	20	20	20	20	20
<b>Analysis and Interpretation</b> <i>Literary</i>	10%	15	20	20	25	25
<b>Analysis and Interpretation</b> <i>Informational</i>	10%	10	20	20	20	20
<b>TOTALS</b>	100%	100	100	100	100	100

## Distribution of Emphasis for Writing

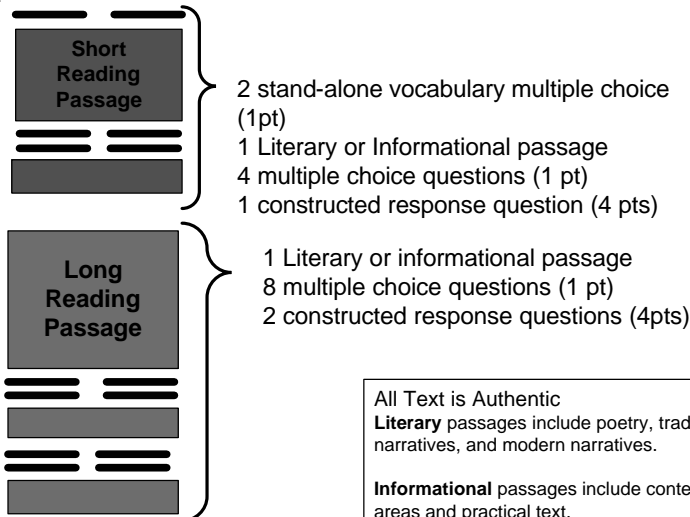
Writing Content Clusters	Distribution of Emphasis					
	2 (3)	3(4)	4(5)	5(6)	6(7)	7(8)
<b>Structures of Language</b>			Less emphasis			Less emphasis
<b>Response to Text</b>			Greater emphasis			Greater emphasis
<b>Narrative</b>			Greater emphasis			Less emphasis
<b>Informational Writing</b>			Greater emphasis (reports)			Greater emphasis (reports or persuasive)
<b>Conventions</b>			Less emphasis			Less emphasis

## Distribution of Emphasis for Mathematics

Mathematics Content Strands	Distribution of Emphasis					
	2 (3)*	3(4)	4(5)	5(6)	6(7)	7(8)
Number and Operations	55%	50	50	45	30	20
Geometry and Measurement	15%	20	20	25	25	25
Algebra and Functions	15%	15	15	15	30	40
Data, Statistics, & Probability	15%	15	15	15	15	15
<i>Total</i>	<i>100%</i>	<i>100</i>	<i>100</i>	<i>100</i>	<i>100</i>	<i>100</i>

\* 2 (3) indicates end of grade 2 GLEs are tested at the beginning of grade 3

**Reading Test Design:** Same design for each of the three 45-minute\* sessions (over three days). All state GLEs are included in the test and most are measured by more than one item type.

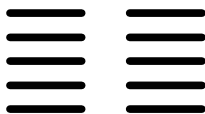


\*Students are allowed an additional 45-minutes per session without an accommodation. During last year's testing, the vast majority of students finished in 75 minutes or less.

**Writing Test Design:** Two 45-minute\* sessions at grades 5 and 8. All state GLEs are included in the test and most are measured by more than one item type.

### Session I

**10 Multiple Choice (1 pt):**  
**Conventions & Structures**



**Constructed Response (4 pts)**  
**1<sup>st</sup> of 3 not in Session II**

**Constructed Response (4 pts)**  
**2<sup>nd</sup> of 3 not in Session II**

**Constructed Response (4 pts)**  
**3<sup>rd</sup> of 3 not in Session II**

### Session II

**May have response to text stimulus**

**Prompt**

**Scored Planning Box (3 pts) - may be used to plan or to check writing**

**Extended Response (6 pts):**

**5<sup>th</sup> Grade**  
response to literary text OR  
response to informational text OR  
report OR narrative

**8<sup>th</sup> Grade**  
response to literary text OR  
response to informational text OR  
report OR persuasive

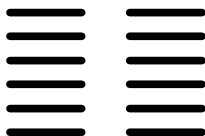
\*Students are allowed an additional 45-minutes per session without an accommodation. During last year's testing, the vast majority of students finished in 75 minutes or less.

**Math Test Design (Grades 3 & 4):** Three 45-minute\* test sessions. All state GLEs are included in the test and most are measured by more than one item type.

### Session I

*No Calculator or tools*

**12 multiple choice**  
(one point each)



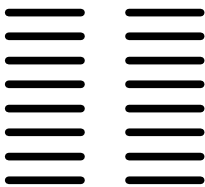
**5 Short Answer**  
(one point each)

**6 Short Answer**  
(two points each)

### Session II

*Calculator and tool active*

**16 multiple choice**  
(one point each)



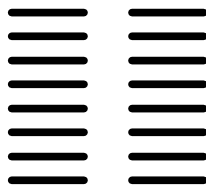
**4 Short Answer**  
(one point each)

**4 Short Answer**  
(two points each)

### Session III

*Calculator and tool active*

**16 multiple choice**  
(one point each)



**4 Short Answer**  
(one point each)

**3 Short Answer**  
(two points each)

\*Students are allowed an additional 45-minutes per session without an accommodation. During last year's testing, the vast majority of students finished in 75 minutes or less.

Math Test Design (Grades 5 - 8): Three 45-minute\* test sessions. All state GLEs are included in the test and most are measured by more than one item type.

### Session I

*No Calculator or tools*

<b>13 multiple choice</b> (one point each)	
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

<b>3 Short Answer</b> (one point each)
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<b>3 Short Answer</b> (two points each)
--

<b>2 Constructed Response</b> (four points each)
---

### Session II

*Calculator and tool active*

<b>14 multiple choice</b> (one point each)	
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

<b>3 Short Answer</b> (one point each)
---

<b>3 Short Answer</b> (two points each)
--

<b>2 Constructed Response</b> (four points each)
---

### Session III

*Calculator and tool active*

<b>14 multiple choice</b> (one point each)	
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

<b>3 Short Answer</b> (one point each)
---

<b>3 Short Answer</b> (two points each)
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<b>2 Constructed Response</b> (four points each)
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\*Students are allowed an additional 45-minutes per session without an accommodation. During last year's testing, the vast majority of students finished in 75 minutes or less.

## Who should participate in assessment?

- All students enrolled in the school as of October 1, 2006 should participate in NECAP testing.
  - Most students will participate in on-level NECAP assessment.
  - Some students will participate in an Alternate Assessment (Life Skills Portfolio gathered during the 2005-06 School Year or Modified Assessment).
- The only students who would not participate are...
  - those who are new to the U.S. after October 1, 2005 and are English Language Learners (LEP/ELL) (these students **DO NOT** have to take the Reading and Writing tests but **MUST** take the Math test);
  - those who qualify for state-approved special considerations.

## Vermont's State Approved Special Considerations:

Students can be excused from assessment for:

- Medical Reasons
- Family Emergency
- Personal Crisis
- Court Order, excused by judge

Note: Must be significant and longer term circumstances that prevent full assessment even with makeup sessions

It is NOT necessary to contact the VT DOE prior to assessment for approval of Special Considerations. Schools SHOULD take the following actions:

- Document the reason(s) why the student did not participate in the assessment. Keep the documentation on file.
- Complete and return the Participation Verification Report that will be sent to you by the VT DOE approximately 1 month after the completion of testing.

## Checklists for Principals and Test Coordinators (page ii)

- ✓ Before Testing
- ✓ During Testing
- ✓ After Testing

## School Test Coordinator's Responsibilities

(page 2)

### Primary responsibilities:

- serve as the school's contact person with Measured Progress
- coordinate all test-related activities
- prepare test administrators to administer NECAP according to directions in the *Test Administrator Manual*
- observe and monitor test administration in your school
- oversee the inventory, distribution, collection, and return of **ALL** test materials
- ensure test security and compliance with test administration procedures
- ensure that any required additional student labels are ordered

## Test Security (page 3)

Test Security relies on the professional integrity of everyone in our schools across all three states. No student should be advantaged or disadvantaged based on how or where the test is administered.

All test items and responses to those items in the NECAP are secure and may not be copied or duplicated in any way or kept by the school after testing is completed.

Using secure test material to prepare students in any way for this test administration is a violation of test security and testing procedure.

## Breaches in Test Security

Any concern about breaches in test security must be reported immediately to the test coordinator and/or principal.

The test coordinator/principal is then responsible for reporting breaches to the district superintendent and the state department of education.

## BEFORE TESTING

### Preparation for Test Administration

(pages 4-11)

#### **Manuals** (page 4)

- Read the *Principal/Test Coordinator and Test Administrator Manuals*

#### **Student Participation and Accommodations** (pgs. 4-5)

- The *Accommodations and Procedures: Administrators Training Guide* covers these topics:
  - Who should be tested
  - Determining how students will participate using accommodations
  - Documenting and bubbling in accommodation codes

## Accommodations

Who is eligible for testing accommodations?

ALL students

## Accommodations

**These questions guided the decisions about accommodations for the NECAP tests:**

- 1. How can we minimize the need for accommodations by improving our general test design and support materials?*
- 2. When needed, what accommodations should be available to students so that test items can be accessed without providing an advantage?*
- 3. What guidance can be provided to teachers so that accommodations are understood and effectively implemented?*

# Accommodations

Accommodations *do not change* what we expect students to know and be able to do.

Test accommodations are based on individual student needs and classroom assessment practice; they are not for the use by an entire classroom or category of students.

They should not give students unfair advantages; rather they are meant to remove barriers that may exist due to a student's learning style or disability.

## Appendix 5 Table of Standard Accommodations (Page A-6)

### Appendix 5: Table of Standard Test Accommodations Table of Standard Test Accommodations

Any accommodation(s) utilized for the assessment of individual students shall be the result of a formal or informal team decision made at the local level. Accommodations are available to all students on the basis of individual need, regardless of disability status.

#### A. Alternative Settings

- A-1 Administer the test individually in a separate location
- A-2 Administer the test to a small group in a separate location
- A-3 Administer the test in locations with minimal distractions (e.g., study carrel or different room from rest of class)
- A-4 Preferential seating (e.g., front of room)
- A-5 Provide special acoustics
- A-6 Provide special lighting or furniture
- A-7 Administer the test with special education personnel
- A-8 Administer the test with other school personnel known to the student
- A-9 Administer the test with school personnel at a non-school setting

#### B. Scheduling and Timing

- B-1 Administer the test at the time of day that takes into account the student's medical needs or learning style
- B-2 Allow short, supervised breaks during testing
- B-3 Allow extended time, beyond what is recommended, until in the administrator's judgment, the student can no longer sustain the activity

#### C. Presentation Formats

- C-1 Braille
- C-2 Large print version
- C-3 Sign directions to student
- C-4 Read test aloud to student (Mathematics and Session 1 Writing only)
- C-5 Student reads test aloud to self
- C-6 Translate directions into other language
- C-7 Underline key information in directions
- C-8 Visual magnification devices
- C-9 Reduction of visual print by blocking or other techniques
- C-10 Acoustic shield
- C-11 Auditory amplification device or noise buffers
- C-12 Word-to-word translation dictionary, non-electronic with no definitions (For ELL students in Mathematics and Writing only)
- C-13 Abacus use for student with severe visual impairment or blindness (Mathematics - Any Session)

#### D. Response Formats

- D-1 Student writes using word processor, typewriter, or computer<sup>1</sup> (School personnel transcribes student responses exactly as written, into the Student Answer Booklet.)
- D-2 Student hand writes responses on separate paper (School personnel transcribes student responses exactly as written, into the Student Answer Booklet.)
- D-3 Student writes using Braille<sup>2</sup> (School personnel transcribes student responses exactly as written, into the Student Answer Booklet.)
- D-4 Student indicates response to multiple-choice items (School personnel records student responses into the Student Answer Booklet.)
- D-5 Student dictates constructed responses (Reading and Mathematics only) to school personnel (School personnel transcribes student responses exactly as dictated, into the Student Answer Booklet.)
- D-6 Student dictates constructed responses (Reading and Mathematics only) using assistive technology (School personnel transcribes student responses exactly as written, into the Student Answer Booklet.)

If an accommodation that is not listed above is needed for a student, please contact the state personnel for accommodations to discuss it.

#### E. Other Accommodations<sup>3</sup>

- E-1 Accommodations team requested other accommodation not on list and DOE approved as comparable
- E-2 Sorting the Writing Test (only for students requiring special consideration)

#### F. Modifications<sup>4</sup>

- F-1 Using a calculator and/or manipulatives on Session 1 of the Mathematics Test
- F-2 Reading the Reading Test
- F-3 Other

1. Reading the Reading Test to the student inaudibly at reading sessions.  
2. Spell and grammar checks must be turned off. This accommodation is intended for unique individual needs, not an entire class.  
3. Test coordinators must obtain approval for the accommodation from the Department of Education prior to test administration.  
4. All efficient sessions using these modifications are counted as assessed.

## Accommodations

### ***Accommodations, Guidelines, and Procedures: Administrator Training Guide***

- Available on state DOE websites
- Using the Table of Standard Test Accommodations, **school teams** may choose in advance, and use without state approval, any standard accommodation listed in categories A, B, C, or D.
- After testing is finished, all accommodations actually used during testing must be recorded on page 2 of the Student Answer Booklet.

## Accommodations

### **Requests for the use of Other Accommodations (E)**

- Contact state DOE for permission in advance of testing
- Accommodation(s) must be consistent with those used in student's regular classroom or student has experience using the accommodation prior to the assessment
- If the requested accommodation is found to be comparable to a standard accommodation, written approval will be given
- **Student work done using category A, B, C, D, or approved E accommodations will be fully credited & scored.**

## Modifications

- If state review determines that your request for an other accommodation will change what the test measures, the state will respond in writing that use of this procedure will produce a test “modification” and must therefore be coded as a “Modification (F)”
- Use of a “Modification (F)” will result in no credit given for student work during test sessions in which this modification was used.
- Any “Other” Accommodation not registered as “approved” by your state department of education will be treated as a “Modification (F)”.

## Accommodations

### **A school NEEDS to:**

- support classroom teachers through the accommodations decision-making process.
- include all of a student’s classroom teachers, parents, and the student, if appropriate, in the decision-making process.
- standardize the accommodation administration process and plan the resources necessary for large-scale implementation.
- ensure that the students’ records include the decisions made to inform both current instruction and future educational planning.

## Accommodations

- **Expanded information and guidance** on planning, choosing, and using accommodations is available on the NECAP Page of the VT DOE website in a printable manual called: NECAP Accommodations, Guidelines, and Procedures: Administrator Training Guide. A CD that includes this manual (as well as NECAP Practice Tests) was also mailed to all principals and curriculum coordinators last year.
- For requests to use “Other Accommodations” (E1 and E2) contact Cindy Moran (828-0646) or Greg Wylde (828-1338).

Due Date: absolutely no later than October 3, 2006.

## Scheduling Test Sessions (pages 7-10)

- NECAP test sessions are designed to be completed in approximately 45 minutes.
  - If working productively, students may be allowed up to 45 additional minutes at the discretion of the test administrator.
  - Students who are likely to need more than 90 minutes should have an extended time accommodation in place prior to testing.
  - Schedule up to 90 minutes of uninterrupted time for administering each session. At test administrator's discretion, a test session may be concluded at any time when all students are finished.
  - A test session must be a minimum length of 45 minutes, and no longer than 90 minutes.

## **Scheduling Test Sessions** (pages 7-10)

- All testing, including accommodated sessions and make-up sessions, must occur between October 2<sup>nd</sup> and October 24<sup>th</sup>.
- Test sessions must be scheduled and given in the order presented in the student's test booklet. Reordering the test sessions, even as an accommodation, is not permitted.
- All grade level classrooms in the school must follow the same testing schedule. To the extent possible, districts should coordinate testing in order to avoid possible breaches in test security. Schools do not need to report their testing schedule to the VT DOE.

## **Testing Schedule - Grades 3 & 4**

### **3 Reading Sessions**

- 14 multiple choice & 3 constructed-response questions per session

### **3 Mathematics Sessions**

- Multiple choice and short answer questions in each session (approximately 23 questions per session)

### **Student Questionnaire (Optional)**

- 26 multiple choice questions

## **Testing Schedule - Grades 5 & 8**

### **3 Reading Sessions**

- 14 multiple-choice and three constructed-response questions per session

### **3 Mathematics Sessions**

- Multiple-choice, short answer, and constructed-response questions in each session. (approximately 22 questions per session)

### **2 Writing Sessions**

- Session 1: ten multiple-choice and three writing prompts
- Session 2: three short answer and one extended writing prompt

### **Student Questionnaire (Optional)**

- 26 multiple-choice questions

## **Testing Schedule - Grades 6 & 7**

### **3 Reading Sessions**

- 14 multiple-choice and three constructed-response questions per session

### **3 Mathematics Sessions**

- Multiple-choice, short answer, and constructed-response questions in each session (approximately 22 questions per session)

### **Student Questionnaire (Optional)**

- 26 multiple-choice questions

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### **Student ID Labels** (page 9)

- Labels created for students based on DOE files as of June 30
- 1 label printed for students in Grades 3 and 4
- 2 identical labels printed for students in Grades 5-8 (one for Student Answer Booklet, one for Reading/Mathematics Student Test Booklet)
- No label is required for the separate Writing Student Test Booklet

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### **Student ID Labels** (page 9)

- For Students WITH a Label
  - 3 fields MUST be correct in order to use label: student name, state-assigned student ID number, and school name
  - If any of 3 fields are incorrect, DO NOT USE the label and complete student information on pages 1 and 2 of the Student Answer Booklet

## Student ID Labels (page 9)

State	Required on the Student Answer Booklet for students without a label	
	Page 1	Page 2
NH	Student name, state assigned student ID, and birth date	No student demographic information is required
RI	Student name, state assigned student ID, and birth date	Gender, primary race/ethnicity, LEP, IEP, SES, Migrant, 504 Plan, Title 1A
VT	Student name and birth date	Gender, Primary race/ethnicity, LEP, IEP, SES, Migrant

## Student ID Labels (page 9)

### For Students WITHOUT a Label

- Schools may order additional labels for students who did not receive labels in the original shipment.
- All orders must be received by September 29, 2006
- If order for additional labels is not received by September 29, 2006, you must complete the student information on pages 1 and 2 of the Student Answer Booklet

## **How to Order Labels** (page 9)

For Students WITHOUT a Label

- Go online to <http://iservices.measuredprogress.org>. Follow the onscreen instructions.
- You must have a student name, birth date, and gender for each label ordered.
- Call Mary Ann Minardo 802-828-5410 with questions

## **Student ID Labels** (page 9)

Student ID labels for students NOT in your school:

- Labels are NOT transferable between schools
- Throw away any labels provided for students not enrolled in your school
- DO NOT forward these labels on to other schools
- DO NOT affix these labels to Student Answer Booklets

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## **Preparing Student Test and Answer Booklets for Testing** (page 10)

- All booklets will be shrink-wrapped in packs
- Do not re-sequence test booklets or answer documents.
- Grades 3 and 4 will receive one integrated booklet (test and answer spaces combined in one booklet)
- Student Answer Booklets for grades 5-8 come inserted in the Student Test Booklet, paired by form
- Grades 5 and 8 will receive an additional test booklet for Writing

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## **Preparing Student Test and Answer Booklets for Testing** (page 10)

- DO NOT separate the Student Answer Booklets from the Student Test Booklets
- If the booklets (grades 5-8) do become separated, you will need to match the form number on the front cover of the Student Test Booklet with the bracketed portion of the number printed on the bottom right corner of the Student Answer Booklet.
- Count the booklets to verify that the quantity received matches the quantity sent. Call Measured Progress if your count does not match the quantity indicated on the Material Summary form sent by Measured Progress.
- The unique serial numbers on test booklets and answer booklets are not designed to match.

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## **Preparing Student Test and Answer Booklets for Testing** (page 10)

### **For students WITH Student ID labels**

- For students in grades 3 and 4, affix the label to the front cover of the Student Answer Booklet in the space provided
- For students in grades 5-8, affix the first label to the front cover of the Reading/Mathematics Student Test Booklet in the space provided
- For students in grades 5-8, affix the second label to the front cover of the Student Answer Booklet in the space provided

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## **Preparing Student Test and Answer Booklets for Testing** (page 10)

### **For students WITHOUT Student ID labels**

- Write student name, school name and district name on cover of Student Answer Booklet.
- For students in grades 5-8, write student name on the front cover of the Reading/Mathematics Student Test Booklet
- If additional labels have been ordered, affix them in the appropriate spaces when they arrive.
- If no student label is expected, complete the student information on the Student Answer Booklet

# STUDENT ANSWER BOOKLET

MARKING INSTRUCTIONS  
 ◐ ◑ ◒ ◓ ◔ ◕ ◖ ◗ ◘ ◙ ◚ ◛ ◜ ◝ ◞ ◟ ◠ ◡ ◢ ◣ ◤ ◥ ◦ ◧ ◨ ◩ ◪ ◫ ◬ ◭ ◮ ◯ ◰ ◱ ◲ ◳ ◴ ◵ ◶ ◷ ◸ ◹ ◺ ◻ ◼ ◽ ◾ ◿ ◰ ◱ ◲ ◳ ◴ ◵ ◶ ◷ ◸ ◹ ◺ ◻ ◼ ◽ ◾ ◿

2006–2007  
 GRADE 5



The information below must be completed for any student without a preprinted student identification label.

STUDENT NAME		
LAST NAME	FIRST NAME	MI
◐◑◒◓◔◕◖◗◘◙◚◛◜◝◞◟◠◡◢◣◤◥◦◧◨◩◪◫◬◭◮◯◰◱◲◳◴◵◶◷◸◹◺◻◼◽◾◿	◐◑◒◓◔◕◖◗◘◙◚◛◜◝◞◟◠◡◢◣◤◥◦◧◨◩◪◫◬◭◮◯◰◱◲◳◴◵◶◷◸◹◺◻◼◽◾◿	◐◑◒◓◔◕◖◗◘◙◚◛◜◝◞◟◠◡◢◣◤◥◦◧◨◩◪◫◬◭◮◯◰◱◲◳◴◵◶◷◸◹◺◻◼◽◾◿

STATE ASSIGNED STUDENT ID		
◐◑◒◓◔◕◖◗◘◙◚◛◜◝◞◟◠◡◢◣◤◥◦◧◨◩◪◫◬◭◮◯◰◱◲◳◴◵◶◷◸◹◺◻◼◽◾◿	◐◑◒◓◔◕◖◗◘◙◚◛◜◝◞◟◠◡◢◣◤◥◦◧◨◩◪◫◬◭◮◯◰◱◲◳◴◵◶◷◸◹◺◻◼◽◾◿	◐◑◒◓◔◕◖◗◘◙◚◛◜◝◞◟◠◡◢◣◤◥◦◧◨◩◪◫◬◭◮◯◰◱◲◳◴◵◶◷◸◹◺◻◼◽◾◿

BIRTH DATE		
Month	Day	Year
JAN ◐◑◒◓◔◕◖◗◘◙◚◛◜◝◞◟◠◡◢◣◤◥◦◧◨◩◪◫◬◭◮◯◰◱◲◳◴◵◶◷◸◹◺◻◼◽◾◿	◐◑◒◓◔◕◖◗◘◙◚◛◜◝◞◟◠◡◢◣◤◥◦◧◨◩◪◫◬◭◮◯◰◱◲◳◴◵◶◷◸◹◺◻◼◽◾◿	◐◑◒◓◔◕◖◗◘◙◚◛◜◝◞◟◠◡◢◣◤◥◦◧◨◩◪◫◬◭◮◯◰◱◲◳◴◵◶◷◸◹◺◻◼◽◾◿
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**AFFIX STUDENT ID LABEL HERE**

The information below must be completed if there is no label.



STUDENT NAME:
SCHOOL NAME:
DISTRICT NAME:

1

1234567890

# STUDENT ANSWER BOOKLET

MARKING INSTRUCTIONS  
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## **Prior to Test Administration** (pages 11-12)

### **Designating Test Administrators**

- Administer test sessions simultaneously at a grade level
- Students that require accommodations must be supervised by trained test administrators (refer to *Accommodations, Guidelines, and Procedures: Administrator Training Guide*)
- Makeup sessions must be supervised by trained test administrators

## **Preparing Test Administrators** (pages 11-12)

- create a plan for applying Student ID labels or coding student identification information
- explain purpose of “Optional Reports for School Use” field
- discuss additional materials needed:
  - scratch paper,
  - Mathematics toolkits for grades 3 and 4 (punch out before testing)
  - Mathematics reference sheets for grades 5-8
- discuss additional optional materials:
  - calculator,
  - Post-Its,
  - highlighter (grades 5-8 Student Test Booklets only)
  - multiplication table and 100s chart
- explain security procedures
- explain guidelines for classroom environment
- encourage completion of *Test Administrator Questionnaire*

## **Test Materials** (pages 13-17)

### **Inventory Test Materials** (page 13)

- Packing Order of NECAP Materials
- Quantities of Student Test Booklets and Answer Booklets
- Quantities of Other Test Materials
- Ordering Additional Materials
- Storing and Access to Test Materials
- Equipment and Materials *Permitted* During Test Administration
- Equipment and Materials *Prohibited* During Test Administration
- Ancillary Test Materials

## **DURING TESTING**

### **Test Administration** (page 18)

#### **Distributing Test Materials**

- Keep test materials in a secure locked storage area except during testing sessions.

#### **Monitoring for Correct Test Administration**

- Test administrators may not comment on students' work. Test administrators may not help students in any way except during the General Instructions, Student Questionnaire, or as specified in the *Test Administrator Manual*

## **AFTER TESTING**

### **Preparation of Test Materials for Return**

(pages 19-22)

#### **Collecting Materials After Testing**

- List on page 19 of *Principal/Test Coordinator Manual*

#### **Special Materials**

- Make sure that all non-standard student generated work (computer generated, large-print, and Braille responses) have been transcribed into a regular Student Answer Booklet
- Examples of materials for the Special Handling envelope: torn booklets, responses written with anything other than a #2 pencil, damaged test booklets

### **Preparation of Test Materials for Return**

(pages 19-22)

#### **Verifying Completion of Student Information on Student Answer Booklets**

- Ensure that label is affixed properly for all students with a Student ID label
- Ensure that all applicable student information has been completed for students without a Student ID Label
- Ensure that accommodation information has been coded on page 2 of the Student Answer Booklet for students that used an accommodation(s)
- Ensure that a reason why a Student Answer Booklet is being returned blank in one or more sessions is marked on page 2 of the Student Answer Booklet, if applicable
- Ensure that the home schooled field has been marked on page 2 of the Student Answer Booklet, if applicable
- Ensure that the Optional Reports field has been completed, if applicable



## **Preparation of Test Materials for Return**

(pages 19-22)

### **Completing Principal's Certification of Proper Test Administration**

#### **Before sealing the cartons for return of test materials:**

- Complete one on-line Principal Certification of Proper Test Administration form per grade
- Submit the form electronically AND print, sign, and return a copy of the form with test materials
- Numbers needed to complete the form:
  - total quantity of booklets per grade level sent to your school
  - quantity of used booklets per grade level being returned
  - total quantity of booklets per grade level being returned
- Detailed instructions will be shipped with test materials

## **Preparation of Test Materials for Return**

(pages 19-22)

### **Return of Materials**

- Packaging test materials for return to Measured Progress (Instructions are on page 22 of *Principal/Test Coordinator Manual*)
- UPS One Day Pickup on October 25<sup>th</sup> at 8:00 am
- Use original shipping cartons
- Pack materials for one grade only per carton
- Materials that do not need to be returned

### **DO NOT return the following:**

- Materials Summary Forms
- Packing Slip \*Secured Material\*
- Mathematics tool kits and envelopes
- Mathematics reference sheets
- Rulers and protractors
- Principal/Test Coordinator manuals
- Test Administrator manuals
- Principal, Test Administrator, or Student Questionnaires (Questionnaire answer sheets are returned)

### **Performance Level Testing (Out-of-Level)**

- All students must be provided with a meaningful and reasonable opportunity to take the grade level assessment
- With DOE approval, some students may also take a test from a lower grade level (Performance Level Testing)
- Performance Level Testing (PLT) is for diagnostic purposes only; the student's score on the grade level test will be used for reporting and AYP
- PLT orders were due by the end of the 2005-06 school year. New orders will be accepted only for new students. For information, call:

Cindy Moran (802) 828-0646

Greg Wylde (802) 828-1338

## **Special Procedures for Performance Level Testing**

### **Shipping**

- Grades served by you school – PLTs included in test count
- Lower grades – shipped separately

### **Labels**

- Place the pre-printed student label on the student's regular grade level test NOT on the PLT
- Enter the student's name, birthdate and gender on pages one and two of the PLT. It is not necessary to enter the student's ID number.

### **Packing and Returning to Measured Progress**

- Pack and return PLTs with other tests from the same TEST GRADE LEVEL, not the student's actual grade.
- If your school doesn't include all the grades covered by students' PLTs, use the "Performance Level Testing " envelope.

## **Special Procedures for Performance Level Testing**

### **Including PLTs on the Principal Certification Form**

- The On-line Principal Certification Form will include a separate page for each grade level that was tested in the school.
- You will be asked to enter enrollment data and the number of tests that were shipped to the school, including additional tests ordered from the Measured Progress Service Center, the number of valid tests, and the number of unused tests. In the note box that follows, please indicate the number of tests that were PLTs (e.g., "This includes 3 PLTs").
- If your school doesn't include all the grades covered by student's PLTs, in the note box on the form for the LOWEST grade that was tested, indicate that PLTs for lower grade levels are also being returned ( e.g., "I'm also returning 4 PLTs for lower grade levels – One 4<sup>th</sup> grade and two 3<sup>rd</sup> grade").

## NECAP Resource Materials Available on the VT DOE Website

### ➤ **Student Support and Testing Materials**

- NECAP Practice Tests and supporting materials (A CD that includes all practice tests and support materials was mailed to principals)
- Released Items and Support Materials from Fall 2005 Test Administration
- Tips for Students
- Math Reference Sheets
- NECAP Multiplication Table and NECAP Hundreds Chart

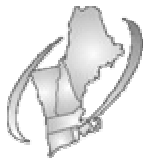
### ➤ **Manuals**

- Accommodations, Guidelines, and Procedures: Administrator Training Guide
- NECAP Principal/Test Coordinator Manual
- NECAP Test Administrator Manuals

### ➤ **Reference Materials**

- Assessment Update Memos
- NSRE/NECAP Comparison
- Sample Parent Letter
- NECAP October 2005 Administration Review and Evaluation

## GLE Support



**New England Compact**

Maine • New Hampshire • Rhode Island • Vermont

**Teacher Support Materials for Grade Level Expectations** can be found on the New England Compact website:

<http://www.necompact.org/>

## Questions and Answers

